



(University of Choice)

**MASINDE MULIRO UNIVERSITY OF
SCIENCE AND TECHNOLOGY
(MMUST)**

MAIN, BUNGOMA, WEBUYE, MUMIAS, BUSIA (REGULAR)

**UNIVERSITY EXAMINATIONS
2017/2018 ACADEMIC YEAR**

FIRST YEAR FIRST SEMESTER EXAMINATION

**FOR THE DEGREE
OF
BACHELOR OF EDUCATION**

COURSE CODE: EDF 110

COURSE TITLE: HISTORY OF EDUCATION

DATE: Thursday 1st March 2018

TIME: 9:00 - 11:00AM

INSTRUCTIONS TO CANDIDATES

Answer THREE (3) Questions
Question ONE (1) is compulsory

TIME: 2 Hours

MMUST observes ZERO tolerance to examination cheating

This Paper Consists of 2 Printed Pages. Please Turn Over. ►

SECTION A (Compulsory) 30 MARKS

1. (a) Define History of Education (3 marks)
- (b) Justify the inclusion of History of Education in teacher training programmes in Kenya today. (8 marks)
- (c) Discuss any FIVE factors that have influenced the growth of universities in Kenya today. (10 Marks)
- (d) Using relevant examples explain how the THREE aims of Africa indigenous education have influenced the theory and practice of formal education today. (9 Marks)

SECTION B: GLOBAL THEMES IN HISTORY OF EDUCATION

2. Discuss the relevance of education in Ancient Athens to the theory and practice of formal education today. (20 Marks)
3. Identify any FIVE education ideas of **EITHER** Maria Montessori **or** John Locke and show how they have influenced the process of pre-service training of teachers today. (20 Marks)
4. "The FIVE factors that influenced the provision of vocational education to Africans during the colonial period continue to make Technical and Vocational Education and Training (TVET) unpopular inspite of the African governments making huge investments to develop it." Discuss the validity of this statement. (20 Marks)

SECTION C: KENYA

5. The current shift from 8-4-4 to 2-6-6-3 education system is an attempt to embrace the recommendations of the Gachathi Report by the National Committee on Educational Objectives and Policies (NCEOP) of 1976. Discuss. (20 Marks)
6. Discuss FIVE reasons why Kenyans were suspicious of the education they received during the colonial period and show FIVE initiatives they put in place to enhance the education. (20 marks)